



Pupil Premium Strategy Statement – St Paul's Way School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025-26 2026-27
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Siobhan Fehim
Pupil Premium lead	Victoria Simmons
Governor / Trustee lead	Jennifer Cox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£254,520



Part A: Pupil Premium Strategy Plan

Statement of intent

St Paul's Way Primary School is committed to ensuring all children reach their potential and achieve well across the curriculum. Our belief is that our disadvantaged pupils should achieve in line with all our pupils and that disadvantage should not be a barrier to our children's success; all children should benefit from a transformational education at our school. We are therefore committed to providing effective support and the resources necessary to ensure our disadvantaged pupils achieve well.

This document details the planned spend of the Pupil Premium Grant 2026-27, forming part of a wider strategy over the three years between 2025-27, and the challenges we seek to overcome in planning this spending. Through careful tracking and monitoring of Pupil's Progress, the strategies we select have had high impact in previous years and will be continually assessed to ensure child are making good progress and achieving strong outcomes. Measures continue to be adapted to take into account the ongoing impact of Covid 19 on our pupils, in particular the impact on attainment in specific year groups, wellbeing and communication and language, and the wider factors that impact pupil's progress and participation in their education.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance of children in receipt of Pupil Premium in the year 2024-2025 was 93.93% , which is slightly lower than the whole-school figure of 94.59%. 3 years ago, Pupil Premium attendance was only at 92.8%, so we have seen an improvement and want to continue this important work. However, we have noted that the attendance last academic year was lower than in the previous report (94.53%). This is due to a number of factors. A number of pupils in receipt of Pupil Premium were moved into temporary accommodation outside of the borough. This made it difficult for them to attend our school but in some cases, they did not get a new school placement in a timely manner, which impacted our attendance figures. In addition, a number of pupils who are in receipt of Pupil Premium are pupils with complex SEND and medical needs which can impact their ability to attend school. We are working closely with these families to provide support around attendance, including working with our AWA team and with the pastoral team.
2	Reading Attainment of children in receipt of Pupil Premium funding varies depending on cohorts. In Reading, Pupil Premium children are not always performing as well as their peers. This was evident in internal school data from 2024-25 (with the exception of Year 1 and Reception



	GLD), and in the Phonics Screening Check results for the school (despite the school achieving roughly in-line with national averages for this check, the proportion of Pupil Premium pupils passing was not as high as for Non-Pupil Premium students). This is an ongoing area for us to explore and tackle. It should be noted that when pupils with SEND are removed from both sets of data, pupils in receipt of pupil premium are in-line with outperforming their peers in all cohorts apart from the current Year 3 and Year 6). Historically, children in receipt of Pupil Premium have outperformed their peers so this reversal is seen as a direct consequence of the impact of Covid-19. Fair Education Alliance Report Card 2022 Impact Goal 1
3	Writing Attainment of children in receipt of Pupil Premium is currently below that of their peers (based on end of year data – Summer 2025) in Years 3, 4 and 6. It should be noted that when pupils with SEND are removed from both sets of data, pupils in receipt of pupil premium are in-line with outperforming their peers in all cohorts apart from the current Year 6. Historically, children in receipt of Pupil Premium have outperformed their peers so this reversal is seen as a direct consequence of the impact of Covid-19. Fair Education Alliance Report Card 2022 Impact Goal 1
4	Maths Attainment of children in receipt of Pupil Premium is currently below that of their peers (based on end of year data – Summer 2024) in Years 3, 4 and 6. It should be noted that when pupils with SEND are removed from both sets of data, pupils in receipt of pupil premium are in-line with outperforming their peers in all cohorts apart from the current Year 6. Historically, children in receipt of Pupil Premium have outperformed their peers so this reversal is seen as a direct consequence of the impact of Covid-19. Fair Education Alliance Report Card 2022 Impact Goal 1
5	Communication and Language skills are a weakness and staff continue to report concerns about this in relation to pupils starting in the Early Years Foundation Stage and in other years that are still experiencing the impact of Covid-19. The majority of our pupils join our school in the Early Years working below age-related expectations in Communication and Language.
6	High numbers of referrals to THEWs and CAMHS indicate a reduction in overall Pupil Wellbeing, particularly in the wake of Covid 19 and deprivation and wider societal factors. To support pupils, we have a Play Therapist who works with identified pupils across the school and making referrals to Bernardo's, who both provide an increased offer of support to families and pupils that we wish to continue with. We also work with THEWs



	<u>Fair Education Alliance Report Card 2022</u> Impact Goal 3
7	Cultural Capital - We understand the importance of continuing to provide an enhanced and comprehensive offer of co-curriculum opportunities including clubs, Educational trips and visits, and other opportunities to enhance children's Personal Development and Cultural Capital, at reduced or no cost to families. This is particularly important now more than ever as families face increased financial pressures.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attendance of pupil premium children improves and is in line with national average	Pupil premium attendance is >96%.
All pupils in receipt of pupil premium funding will achieve as well as pupils nationally. The gap between pupil premium children and their peers at SPWP is narrowed in relevant year groups for Reading, Writing and Maths.	The attainment of children in receipt of pupil premium funding at all statutory assessment points are in-line with or above all children nationally. Gap between pupil premium children and their peers is reduced in relevant year groups (as a measure of pupils meeting Age-Related Expectations or Expected Standard - EXS).
Children in receipt of Pupil premium funding can confidently articulate their learning across the curriculum using subject-specific vocabulary (Communication and Language)	NC Speaking and Listening assessments demonstrate that all pupils have made progress from their starting points. Oracy is embedded across the curriculum and Pupil Premium children achieve well in this. All pupils identified as having a speech and language need (informal identification or formal diagnosis) access speech and language support within 6 weeks of identification.
	Pupils report high levels of well-being through pupil survey. Pupil focus groups demonstrate that pupils are aware of where to seek support. Pupils identified as needing additional external support have referrals made to CAMHS, THEWS or another appropriate service rapidly (within 2 weeks).



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Children experience high levels of well-being supported by an enriching co-curriculum offer (through the subsidising of trips, visits and protected spaces in co-curriculum clubs).	Pupils are engaged with the co-curriculum offer through attending trips, visits and joining a diverse range of co-curriculum clubs. Families report through focus groups and surveys satisfaction with the offer for pupils to enhance their Personal Development and Cultural Capital. Co-curriculum participation positively impacts children engagement with and attainment within the taught curriculum.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 88,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers delivering English and / or Maths teaching in key year groups, substantially reducing teaching group sizes. The most vulnerable learners will be taught in small groups. Y6 Maths, Literacy and Reading	The Education Endowment Foundation's Teaching and Learning Toolkit - Reducing Class size +2 months progress	2, 3 & 4
Providing additional release times for curriculum leaders to observe colleagues and engage in regular Instructional Coaching to develop practice - Phonics groups – coaching daily throughout the year - Maths and English – increased release time for these leaders.	Education Endowment Fund - Effective Professional Development	2, 3 & 4

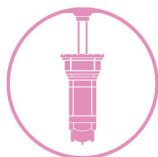


Use of Read Write Inc programmes across the school including: • Termly Development Days with an RWI consultant • Access to RWI's online training videos • Access to online teaching resources, which can also be used by pupil's at home • Purchase of additional teaching resources • LSA time to enable small, ability focussed teaching groups, as per the programme guidance • Cover time to release our RWI Lead Teacher daily to coach and support teachers and LSAs and complete regular assessments and tracking of pupil's progress	• The Education Endowment Foundation's Teaching and Learning Toolkit - Phonics +5 months progress • Ofsted's 2010 report 'Reading by Six' <i>'This diligent, concentrated and systematic teaching of phonics is central to the success of all schools that achieve high reading standards in Key Stage 1. This requires high quality and expert teaching that follows are carefully planned and tightly structured approach.'</i> • RWI published document linking to external research and their own case studies	2 & 3
Use of Power Maths teaching Resources to support the delivery of Maths Mastery teaching in Y1-6.	• Education Endowment Fund - Improving Maths in Key Stages 2 & 3 • Education Endowment Fund - Improving Maths in the Early Years and Key Stage 1	4

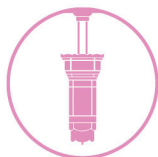
Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £97,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased provision for Read Write Inc. Tutoring	• The Education Endowment Foundation's Teaching and Learning Toolkit - Phonics +5 months progress • Ofsted's 2010 report 'Reading by Six' <i>'This diligent, concentrated and systematic teaching of phonics is central to the success of all schools that achieve high reading standards in Key Stage 1. This requires high quality and expert teaching that follows are</i>	2 & 3



	<i>carefully planned and tightly structured approach.'</i> • RWI published document linking to external research and their own case studies	
Power Maths and Number Stacks interventions	• Education Endowment Fund - Improving Maths in Key Stages 2 & 3 • Education Endowment Fund - Improving Maths in the Early Years and Key Stage 1	4
Oracy Programme, including participating in Tower Hamlets Oracy Hub Speech and Language Interventions: • SALT time (1.5 days per week) • SALT designed and monitored interventions	• The Education Endowment Fund Teaching and Learning Toolkit - Oral Language Intervention +6 months progress • Language as a child wellbeing indicator Early Intervention Foundation (eif.org.uk) Recommendation 1 - Schools optimised to support language learning. Recommendation 2 - monitoring of children's language development up to age 5. Recommendation 9 - Schools as commissioners for SLCN	5
Additional LSA support for vulnerable pupils in KS1 and in KS2, including • Y1 and Y2 support for maths and literacy • KS1 RWI Tutoring (see above RWI Tutoring) • Y3, 4 & 5 lowest 20% readers	Education Endowment Fund Teaching and Learning Toolkit - Teaching Assistant Interventions +4 months	2, 3, 4 & 5



Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £102,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategies to increase pupil attendance: - SLA for 1 day per week of AWA support - Leadership time focussed on improving attendance (DHT Pastoral) - Pastoral Co-ordinator time focussed on increasing attendance - Resources to provide celebration of excellent attendance	DfE Research Report on The Link Between Absence and Attainment in KS2 and KS4 DfE Improving Attendance at School	1
Parental Engagement Activities: - Leadership time focussed on parental engagement (DHT Pastoral) - Family and Wellbeing Officer time working with families - Access to free places in Breakfast and Teatime Club for vulnerable families - Increased number of workshops, opportunities for parents to join reading in class, and other curriculum parental engagement.	The Education Endowment Fund Teaching and Learning Toolkit - Parental Engagement +4 months Education Endowment Fund Guidance Report Working with Parents to Support Children's Learning Fair Education Alliance Report Card 2021 Recommendation 8 'Engaging Parents and Communities'	1, 2, 3, 4, 5 & 6
Wellbeing Support - Family and Wellbeing Officer time working with children - Membership of THEWS Senior Leadership Forum - Play therapist support for identified pupils	The Education Endowment Foundation Teaching and Learning Toolkit - Social and Emotional Learning +4 months Fair Education Alliance Report Card 2021 Recommendations 3&4 'Develops the whole child including wellbeing, skills and attainment'	6
Enrichment Activities	The Education Endowment Fund Teaching and Learning Toolkit - Arts Participation +3 months	1, 2, 3, 4, 5, & 6



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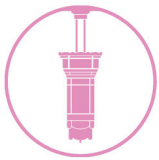
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• After school extra-curricular clubs (N.B. sports clubs paid for through Sport Premium Funding) • Educational visits and trips • Visitors into school for curriculum enrichment	• Language as a child wellbeing indicator Early Intervention Foundation (eif.org.uk) <i>Recommendation 3 - Enriched educational activities continued through school life</i>	
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Total budgeted cost: £288,000

**This amount exceeds the Pupil Premium budget and the additional funds will come from the main school budget.*



Part B: Review of the previous academic year

Pupil premium strategy outcomes

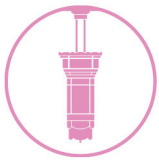
This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

The following intended outcomes are to be worked towards between 2025-27 as part of the three-year overarching Pupil Premium Strategy at the Primary School:

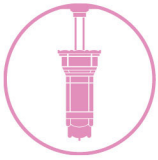
- Pupil premium attendance is above 96%
- The attainment of children in receipt of pupil premium funding at all statutory assessment points are in-line with or above all children nationally.
- Gap between pupil premium children and their peers is reduced in relevant year groups (as a measure of pupils meeting Age-Related Expectations or Expected Standard - EXS)
- Programme specific assessments demonstrate that all pupils have made progress in Communication and Language
- All pupils identified as having a speech and language need (informal identification or formal diagnosis) access speech and language support within a timely manner (aiming for within 6 weeks)
- Pupils report high levels of well-being through pupil survey
- Pupils focus groups demonstrate that pupils are aware of where to seek support
- Pupils identified as needing additional external support have referrals made to CAMHS and THEWS rapidly (aiming for within 2 weeks).
- Pupils are engaged with the co-curriculum offer through attending trips, visits and joining a diverse range of co-curriculum clubs.

By the end of the 2024-25 academic year, the following progress has been made in relation to these outcomes:

- Pupil premium attendance (excluding Nursery) at the time of writing the report was **93.93%**, which is slightly lower than the whole-school figure of 94.59%. When the plan started, Pupil Premium attendance was only at 92.8%, so we have seen an improvement.
- There are more recorded behaviour incidents on our school system for Pupil Premium children than Non-Pupil Premium children. It should be noted that a significant proportion of the behaviour incidents for Pupil Premium children link to a particular child who is receiving a high level of intensive support for SEMH. Where a small number of pupils account for a proportion of behaviour incidents, additional behaviour support is provided by our Pastoral Team.



- The gap between pupil premium children and their peers is decreasing in some year groups and subjects, and in some year groups pupils in receipt of Pupil Premium outperform their peers. For example:
- In Reception, in Summer 2025, 80% of pupils in receipt of Pupil Premium achieved the Early Learning Goals and met a Good Level of Development, compared to only 71.4% of Non-Pupil-Premium Pupils.
- In our current Year 2 cohort, Pupil Premium Pupils are achieving in-line with Non-Pupil Premium pupils.
- In our current Year 5 cohort, Pupil Premium Pupils are achieving in-line with or above Non-Pupil Premium pupils in Mathematics and Writing.
- In some subjects and year groups, the gap is not yet closing as quickly as we would like. For example:
 - In Reading and Writing, Pupil Premium children are not always performing as well as their peers. This was evident in internal school data and in the Phonics Screening Check results for the school (despite the school achieving above national averages for this check, the proportion of Pupil Premium pupils passing was not as high as for Non-Pupil Premium students). This is an ongoing area for us to explore and tackle.
- Programme specific assessments demonstrate that pupils have made progress due to attending specific interventions. We work closely with our Speech and Language therapist to ensure pupils are accessing the correct interventions.
- Currently, 48 pupils across the school are accessing our Phonics Tutoring offer. We offer tutoring for all pupils in Years 1-6 who are not yet at the expected standard for their phonics attainment for their age/year group, as well as additional reading with the bottom 20% of readers in different year groups.
- During our Ofsted Inspection, over 90% of pupils answered positively to the pupil survey, including questions including wellbeing at school. Personal Development was graded as 'Outstanding'.
- There is ongoing work with pupils to ensure they know how to seek support. The success of this work so far has been evidenced through our November 2025 Safeguarding Audit.
- We continue to engage with THEWs after being a trailblazer school involved in the pilot of their school projects and continue to now be a member of their School's Steering Group. These strong links ensure children continue to access the support available to them. In the academic year 2024-25, We continue to engage with THEWs after being a trailblazer school involved in the pilot of their school projects and continue to now be a member of their School's Steering Group. In the academic year 2024-25, 3 individual referrals were made to THEWS and mental health professionals worked with children and families to deliver targeted workshops.
- We also have a Play Therapist on site 2.5 days a week working directly with identified children.
- All pupils attend Educational Visits and trips throughout the year, and we track participation and attendance on these visits. We also track participation in clubs so that



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we can identify groups of children who are not engaged and directly speak with pupils and parents to encourage uptake.